

SCORECARD							
Strategic Alignment	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	Measures ...as measured by...	Timeline	Baseline Data (beginning of timeline)	GOAL (end of timeline)	
<b>Instructional Framework</b>	We will monitor and provide feedback on the implementation of the Instruction Framework elements 1- Rigorous and Coherent Teaching, 2- Culture of Care, and 3- Disrupting Inequities across the system <b>so that all students will experience instruction of the curriculum as designed.</b>	TLE SP100 Plan	Development of a Fidelity monitoring tool  Training leaders on Fidelity monitoring tool  Coaching site leaders on the use of the Fidelity monitoring for elements 1, 2, and 3	Fall to Spring		Completed development, training, and coaching of site leaders on the Fidelity monitoring tool for elements 1, 2, and 3	
	We will develop a training plan for Instructional Framework elements 4- Multiple Means to Demonstrate Understanding, 5- Learning Partnerships, and 6- Culturally Responsive <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE SP100 Plan	Completed Training Plan for Implementation for elements 4, 5, 6 to begin in 2025-26	Spring to Spring			
	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of CKLA <b>so that achievement/growth improves in grades K-3.</b>	Amplify CKLA classroom walkthrough tool	Universal Screener Early Literacy (K) Composite Benchmark Achievement	Fall to Spring	50%	56%	
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	Winter Assessment	N/A	
			Universal Screener Oral Reading Fluency (1-3) Benchmark Achievement	Fall to Spring	50%	53%	
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	Winter Assessment	N/A	
	We will ensure that all students falling <b>below</b> the 25th percentile in <b>grades K-3</b> literacy will access intentional/targeted instruction <b>so that the students demonstrate great growth.</b>	Professional Learning Team Planning Documents  Personalized Reading Plans	Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency Growth (1-3gr)		N/A	N/A	TBD
	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of core instruction <b>so that achievement/growth improves in grades 6-8.</b>	Professional Learning Team Planning Documents  Implementation / usage of grade-level instruction (Savvas My Perspectives)	Universal Screener Reading Composite Achievement  Universal Screener Reading Composite Growth	Fall to Spring	72%	72%	
Fall to Spring				Winter Assessment	N/A		
Increase rigorous and coherent teaching by planning and implementing collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in course-alike PLTs <b>so that literacy achievement/growth improves in grades 9-11.</b>	Professional Learning Team Planning Documents  Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student	ACT Suite Standard Score Increase		Fall to Spring	19.4 9th: 18.5 10th: 19.2 11th: 20.4	9th: 19.2 10th: 20 11th: 20.4	

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<b>Experiences: Rigorous and Coherent Teaching</b>		needs *utilization of the lesson planning framework with grade level standards	ACT Suite Growth/Upward Transition	Fall to Spring	53%	53%
	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through <b>the development of coherent, written ELA curriculum for grades 9-11.</b>	ELA Curriculum Development Team Planning Documents	Completed written curriculum for English 9, 10, and 11	Fall to Spring		
	We will ensure that all students have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards <b>so that math achievement/growth improves in grades K-5</b>	Professional Learning Team Planning Documents	Universal Screener Early Numeracy Composite Benchmark (K-1)	Fall to Spring	50%	54%
		Implementation / usage of grade-level instruction (Bridges & Number Corner) and supplemental instruction (AVMR and Bridges Intervention)	Universal Screener Early Numeracy Composite Growth(K-1)	Fall to Spring	Winter Assessment	N/A
			Universal Screener Math Composite Benchmark (2-5)	Fall to Spring	55%	58%
			Universal Screener Math Composite Growth (2-5)	Fall to Spring	Winter Assessment	N/A
	We will ensure that all students have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards <b>so that math achievement/growth improves in grades 6-8</b>	Professional Learning Team Planning Documents	Universal Screener Math Composite Achievement	Fall to Spring	63%	65%
	Implementation / usage of grade-level instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Growth	Fall to Spring	Winter Assessment	N/A	
We will ensure that all students have access to high quality, grade-level math curriculum and instruction while deepening implementation of supplemental math instruction <b>so that achievement/growth improves in grades 9-11</b>	Professional Learning Team Planning Documents	ACT Suite Standard Score Increase	Fall to Spring	17.6 9th: 16.6 10th: 17.6 11th: 19.0	9th: 16.9 10th: 18.2 11th: 19.5	
	Implementation / usage of core instruction (CPM) and supplemental instruction (IXL)	ACT Suite Growth/Upward Transition	Fall to Spring		33%	36%
<b>Environment: Culture of Care</b>	We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) instruction by deepening implementation of <a href="#">SEL evidence based practices</a> <b>so that student social emotional competencies improve and exclusionary discipline decreases in grades 3-12.</b>	Implementation of Second Step SEL Curriculum 4K-8	Aggregate results of SEL Competencies Survey (grades 3-12)	Spring to Spring		
		Documentation of Restorative Practices as a primary resolution to behavioral error in Infinite Campus  <a href="#">Site selected implementation</a>			77%	79%

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<i>of care</i>		<a href="#">monitoring tool</a>	Students who have not experienced OSS/ISS as a response to behavioral error (K-12)	Spring to Spring	615 out of 7916 had = 92%	93%
<b>Equity: Disrupting Inequity</b>	We will disrupt inequities by implementing strategies to address equity-focused problems of practice <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE coaching notes of site based SP100 plans  TLE problem of practice and SP100 Plans/Processes  and quarterly rounding with DSC operations department	Site based problems of practice  TLE Problem of Practice and SP100 Plans/Processes  and DSC operations department identified problems of practice	Spring to Spring		
<b>Exceptional Staff</b>	We will collaboratively implement site-level onboarding strategies as defined by Human Resources <b>so that new employees feel supported, connected, confident, and clear in their roles evidenced by employees indicating that they felt valued and cared for through the onboarding process.</b>	SP Kickstart & SP Academy Planning Documents  Mentor Program CAL (Collaborative Assessment Log) & Building Buddy Log	OE 4.6: Measure 2: 100% of all new employees participate in department and/or job-specific onboarding processes.  OR 2.2: Measure 1: The percent of employees indicating that they felt valued and cared for through the onboarding process will be at 80% or higher.	Spring to Spring		
	We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity <b>so that employees feel they can utilize the feedback they receive from colleagues and supervisors improve their ability to successfully fulfill their role.</b>	Feedback Inventory  Feedback Professional Development Planning Documents	OR 2.3: Measure 3: The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "I utilize the feedback I receive from colleagues and supervisors to improve my ability to successfully fulfill my role" will continue to increase each year until 80% is reached and then maintained above 80%.	Spring to Spring		
<b>Communications and</b>	We will improve and refine classroom-to-parent/caregiver communication <b>so that parent/caregiver engagement and satisfaction increases.</b>	Rounding (Fall and Spring) to review school administration for evidence of engagement practices. A survey will be administered to families 3 weeks into each semester to gauge satisfaction.	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring	Spring 24 Survey Results	
	Schools will develop and implement a high confidence, flexed strategy to engage families using the Family Engagement & Inclusion plan co-created with staff and families <b>so that parents/caregivers feel they belong to their school community</b>	Rounding (Fall and Spring) to review Communications Rounding Tool for evidence of implemented engagement strategies.	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	Spring 24 Survey Results	
	Departments will select a scorecard initiative and utilize a community participation-based <a href="#">practice profile</a> <b>so that our community is engaged.</b>	Rounding (Fall and Spring) to review department specific practice profile.	Practice Profile demonstrating usage of a participation model	Fall to Spring		

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<b>Community Engagement</b>	Community Schools will develop robust, aligned, and needs-driven out-of-school-time programming and basic needs services <b>so that student chronic absenteeism is reduced at full Service Community School sites.</b>	<p>Monthly rounding with principals and site coordinators to monitor recruitment, retention and support of targeted students into Community Schools sponsored out of school time activities.</p> <p>By name by face monthly monitoring of unexcused absences for students identified for Community Schools sponsored out of school time activities</p> <p>Monthly review of school-wide attendance</p>	% improved attendance from spring to spring for students at SPCS sites.	Spring to Spring		
<b>Operational Excellence</b>	We will complete a the action plan associated with a potential Fall 2024 operating referendum and/or budget reductions <b>so that the district's budget is balanced and School Board expectations are met.</b>	<p>Leadership Collaborative Whole Group Planning Documents</p> <p>Ongoing Budget Projection Models</p> <p>Referendum Communication Plan</p> <p>Budget Reduction Engagement Plan</p>	Completed budget reduction and/or referendum action plan	Fall to Spring	\$6,000,000+ projected deficit for 25-26 budget. Referendum planning and budget awareness work has started.	Balanced budget for 2025-26
	We will develop a school facility equity tool <b>so that future capital maintenance projects ensure all students have equitable access to opportunities regardless of assigned boundary school.</b>	<p>Leadership Collaborative Meeting Agendas</p> <p>Equity Tool Project Plan Documents</p>	Completed facility equity tool	Fall to Spring		